

Childminder report

Inspection date: 10 July 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive in this warm and welcoming environment. The childminder's passion for working with children is clear as she engages with children. She plans fun activities that are tailored to each child's specific interests. This helps all children to feel valued in her care and settle quickly, becoming confident members of this little community.

Children benefit from a wide breadth of exciting outings. For instance, they build their physical skills, such as when climbing and balancing at local parks. Children enjoy playing and singing at local groups with their friends as they learn key social skills. Children look forward to their library visits and choosing new books to borrow and read with the childminder. The childminder plans an exciting and ambitious curriculum for all, through which children make good progress in their learning.

Children benefit from the childminder's kind and caring approach. She acts as a good role model for children and has high expectations for their behaviour. The childminder encourages children to be kind and supports them in learning right from wrong. She clearly explains her expectations for children's behaviour and supports them well to understand these. The childminder gets down to children's level and talks to them about the impact their actions have on others. This helps children to start to regulate their behaviour. They are kind to and supportive of their friends. For example, during the morning circle time, older children help the younger ones to identify the correct day of the week to put onto the wallchart.

What does the early years setting do well and what does it need to do better?

- The childminder is passionate about all children achieving. She observes what children can do and then identifies their next steps in learning. The childminder provides a varied curriculum and uses children's interests to engage them. However, in her enthusiasm to engage with children and make activities fun, the childminder does not consistently focus on the specific learning outcomes for some children during planned activities.
- The childminder has a clear understanding of what children should learn in their personal, social and emotional development. She discusses children's emotions with them and talks about how their actions can make others feel. This helps children to understand and communicate their emotions.
- Children's communication and language are a priority for the childminder. Older children hold conversations with the childminder about their likes and dislikes. Younger children babble back and forth with the childminder and their peers. Singing, rhymes and stories are key parts of the curriculum. Children enjoy making up songs and singing well-known ones. They choose stories for the childminder to read and listen intently.

- Children are keen to join in activities the childminder plans for them. For example, all children excitedly put on aprons to engage in a messy, sand play activity. However, at times, the childminder does not precisely adapt some activities so that all children are meaningfully engaged in their learning.
- The childminder introduces children to a healthy lifestyle from a young age. She gives children healthy meals that they enjoy, with children often asking for more. Mealtimes include discussions about foods that help children to 'grow big and strong' and foods that are 'treats'. Children have regular access to fresh air and opportunities to run around. The childminder uses all of these experiences to support children to develop a healthy attitude towards eating and exercise.
- Children develop their independence. There is a well-embedded routine that means even the youngest children know what to expect next. The childminder encourages children to be involved in all aspects of the day, such as tidying up and going to the bathroom to wash their hands for lunch. Building these skills helps to prepare children for the next steps in their learning journeys.
- Relationships with parents and carers are a strength in this setting. The childminder shares information about children's learning with parents, to help them to continue at home. There is a true feeling of partnership between parents and the childminder. They describe her as a 'a trusted partner in their children's upbringing'.
- The childminder ensures that she keeps all her mandatory training up to date. She also attends training and webinars to make sure her knowledge remains current. The childminder is involved in a local childminding network group, where they share best practice. The childminder reflects on her own provision and practice. This helps her to maintain a good standard of care and learning for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support children to achieve the intended outcomes of planned activities
- adapt activities more precisely to ensure that they engage children of all ages.

Setting details

Unique reference number	2701277
Local authority	Greenwich
Inspection number	10388753
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Woolwich, in the Royal Borough of Greenwich. The childminder operates all year round, from 8am to 6pm, Monday to Friday. The childminder holds a relevant qualification at level 5.

Information about this inspection

Inspector

Michaela Hipwell

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their written views with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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